



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

ACCOMPLISHMENTS 2003

The California Postsecondary Education Commission is the State's planning, coordinating, and information dissemination agency for higher education. The following is a list of Commission accomplishments from January 2003 to present.

Reports, Studies, and FAQs

The Commission published several reports and studies that provided analyses and policy recommendations to the Governor and the Legislature.

Admission Policies and Attrition Rates in California Community College Nursing Programs. The Commission examined admission policies and attrition rates for Community College nursing programs. The report was undertaken pursuant to SB 644 (Poochigian). The recommendations in the report provided policy options to the Governor, Legislature, and community colleges to train and employ more nurses. The report recommended ways to improve California community college nursing program admission practices by identifying those students most likely to persist to graduation and state licensure; and provided several ideas regarding the structure and services that should be available to support community college nursing students so that they will persist in their programs and graduate. The report led Assemblymember Nicole Parra to carry legislation for a new scholarship program for nursing students in counties with the most need.

A Review of California's Cross-Enrollment Program. The Commission conducted a study examining the State's Cross-Enrollment Program to determine whether the program should be continued. The program permits any student who is enrolled at least half time in any campus of the California Community Colleges, the California State University, or the University of California to enroll in another system, without formal admission and on a space available basis. Students pay an administrative fee of up to \$10, and may enroll in no more than one course per academic term. The Commission advocated that the program should be continued. AB 1783 (Assembly Committee on Higher Education), a bill extending the program and provisions for student participation, was passed by the Legislature and signed by the Governor.

Faculty Salaries at California Public Universities. Each year the Commission reports information on faculty salaries at the California State University and the University of California. The report provides survey data that indicates the increases in salaries that will be necessary for faculty at California universities to achieve parity with faculty at similar universities throughout the nation. The Commission's most recent report showed that both University systems could lose

their best faculty to institutions offering more competitive salaries. It also showed that when recruiting new faculty, both systems must offer competitive packages to recent graduates and to highly prized scholars working elsewhere to make their job offers attractive.

Alternative Cal Grant Delivery Systems. The Commission convened a task force to consider alternative Cal Grant delivery options. The Commission issued its report based upon the discussions of the task force, and recommended that the State decentralize the delivery of Cal Grant awards. Commission staff consulted with legislative staff and worked aggressively to develop a legislative proposal, AB 1323 (Jackson), which would move the Commission's recommendations forward. AB 1323 is a two-year bill that will be considered in January 2004.

Regional Study of University of California Enrollment Demand and Institutional Capacity. This report provided a comprehensive analysis of regional undergraduate demand and the need for physical capacity for the University of California. It incorporated five-year capital outlay plans of the University. This report complemented similar regional enrollment demand studies for the California State University and the California Community Colleges. Policy makers use these reports to examine the demand for facilities at the State's higher education institutions.

Educational and Demographic Profiles for Legislative Districts. The Commission released profiles for every legislative district that showed a variety of educational and demographic statistics. These profiles included maps that depict the ethnic composition of the district, the educational and income characteristics of the population, and college-going rates for local high schools. In addition, the profiles included graphical comparisons of income, education and demographic statistics for the district, neighboring areas, and the State.

Educational and Demographic Profiles for Counties. The Commission is preparing profiles for each of California's 58 counties. The content included in the County Profiles will mirror that in the Legislative Profiles, and will also include county-specific information on economic and labor market trends associated with educational offerings.

Fiscal Profiles. This report analyzes statistical information on the financing of California postsecondary education for fiscal years 1965-66 through 2002-03. In addition, information is presented on California public elementary and secondary education financing, and for State government. The Commission compiles this information to provide policy makers with comprehensive data on higher education issues. This document also responds to many higher education financing questions that the Commission receives each year.

Student Profiles. This statistical compendium contains and analyzes information on students enrolled in California colleges and universities. It contains graphs and tables that allow the reader to understand the characteristics of California students, including trends in enrollment, transfer, and completions. The primary purposes of Student Profiles are to: (1) provide a context to facilitate policy analysis by

presenting a global view of students in California; (2) permit prompt response to basic inquiries regarding student information; (3) serve as a basic source of data for research; and (4) stimulate the production of special topical reports when specific trends in postsecondary education warrant more detailed analysis.

Guide to California Colleges and Universities. The Guide contains detailed information about 144 public colleges and universities, 126 WASC-accredited non-public institutions, and 272 state-approved or exempt private postsecondary and vocational institutions. The Commission periodically publishes a printed version of the Guide, and maintains an up-to-date, searchable version on its website. Among the enhancements to the web-based version of the Guide made during the past year are a map search capability and a distance from zip code indicator. The Guide has also been improved to include website links to campus crime data, California College Explorer (www.CaliforniaColleges.edu), accrediting agencies, and to the Commission's Transfer Pathways data and Legislative Profiles.

Frequently Asked Questions (FAQ) Sheets. The Commission issued three Frequently Asked Questions (FAQ) Sheets on: (1) student fees at UC and CSU compared to institutions nationally; (2) changes in student financial aid programs relative to increases in student fees; and (3) enrollment growth limitations at California's public colleges and universities. These documents provided answers to questions frequently posed by the media, legislative staff, policy makers, and the general public.

Study of Title IX Compliance. In response to AB 2295 (Oropeza), the Commission is completing a study that evaluates the degree to which State's K-12 schools, community colleges, and universities are complying with the equal opportunity provisions of Title IX, the federal law requiring equality between men and women in athletic programs. CPEC is coordinating its efforts with the California Department of Education and expects to provide its findings early next year.

University Eligibility Study. The Commission is working with the University of California, the California State University, and the California Department of Education to conduct a 2003 University Eligibility study. The study will estimate the percentage of high school graduates who are eligible to each public university system, and will allow policy makers to identify inequities in opportunities for public higher education. In addition, the results will be used by the systems to adjust their entrance requirements to ensure that they meet the requirements of the Master Plan for Higher Education. Data collection will be completed by December 2003, and the final report will be released in late Spring 2004.

Approval of New Campuses

The Commission reviews and approves new campuses and off-campus centers of California's public colleges and universities. Proposals approved by the Commission or are under review include:

Mira Costa Community College District -- a Community Educational Center in Oceanside. This Center, built entirely with district funds, provides learning

opportunities for the rapidly growing population of the area, particularly for students who reside in disadvantaged neighborhoods, and who need instruction in English as a Second Language and basic skills education. The Center currently serves about 500 full-time equivalent students (FTES).

State Center Community College District -- the Willow-International Community College Center. The Center replaces the small Clovis Outreach Center. Situated on a six-acre site, the Outreach Center does not have the necessary capacity to serve a large and growing student population. The Center offers Certificate and Associate degrees in social sciences, biological and physical sciences, and humanities. In response to the needs of the regional labor market, the Center will also offer vocational programs in nursing, home health care, pre-optometry and pre-pharmacy. The Center currently serves approximately 800 FTES.

California State University, Bakersfield -- a permanent off-campus center named Antelope Valley Education Center. The Center, located on the Antelope Valley Community College campus, incorporates the Commission's policy of encouraging joint-use facilities. The Center offers baccalaureate programs in liberal studies, English, criminal justice, economics, psychology, communications, sociology, and nursing. Additional offerings include a master's degree in education and various teacher credential programs. The Center enrolls 800 students, who can enroll in courses that are articulated with the CSU Bakersfield campus, thereby giving students the opportunity for seamless transfer.

Riverside Community College District -- the Commission is examining the need for two new campuses: one in Norco and another in Moreno Valley. The Inland Empire is one of the fastest growing areas in the state, and the demand for instruction from students in the geographic region served by these campuses is significant. Enrollment at these two campuses is expected to be roughly 17,000 students by 2006, with course offerings in accounting, business administration, English, engineering, early-childhood development, anthropology, and biological and physical sciences. Courses in remedial and basic skills education are also offered. The Commission will complete its review and make recommendations about these two new proposals in March 2004.

Review of New Academic Programs

The Commission reviews new academic and occupational programs to ensure that the educational needs of California's students are being met and that resources are being utilized effectively. Among the Commission's recent accomplishments in this area are the following:

During the past year, the Commission reviewed over 75 proposals for establishing new academic programs at community colleges, state university, and university campuses. Many of the proposals reflect the workforce needs of the State's knowledge-based economy and include such programs as E-Business, Digital Post Production, Digital Media, Network Software Technician, and Computer Animation and Visual Effects offered by community colleges, as well as joint doctoral programs in Education offered jointly between the California State University and University of California.

Other proposals approved offer innovative approaches to the delivery of educational services. For example, workers in entry-level positions in the growing Hospitality Industry of the Central Coast can earn a certificate or associate degree in Hospitality Management from Cuesta College at their respective jobsites. The Commission also approved a new Associate Degree Nursing program at Los Angeles City College. This nursing program is the first approved by the Commission since 1987, and will assist health care facilities throughout Southern California by training qualified Registered Nurses.

Legislative Activities and Legislation

The Commission's involvement in legislative efforts on higher education issues in California is continuous and on-going in the form of daily contact with legislators, their staffs, and committees in commenting, offering legislative language, providing background information and data to inform public debate, testifying, and taking formal positions on bills each legislative session. Specific recent accomplishments in this area include:

The Commission advised the Legislature's Joint Committee to Review the Master Plan regarding governance issues, and the role, function, and responsibilities of the Commission. The Commission will continue to be involved in Master Plan issues when the Legislature continues its discussions in January 2004.

The Commission maintains a presence as an independent voice on issues affecting higher education. Staff members regularly provided testimony at policy and budget hearings on such issues as funding options for higher education, the impact of the budget deficits on students, and the impact of the Racial Privacy Initiative.

The Commission contributed expertise as a resource to the Assembly Higher Education Committee regarding **AB 655**. That bill proposed consolidating the programs of three higher education agencies. While the bill did not pass, it will be reconsidered and possibly revised during 2004.

The Commission has long supported a system-wide student fee policy that provided for predictable fees and where any increases would be moderate and gradual. Staff worked with the Assembly Higher Education Committee to develop a student fee bill, **AB 843**. The bill contains those recommendations made by the Commission.

The Commission was instrumental in the passage of **AB 1720** (Assembly Higher Education Committee), which required the Joint Legislative Sunset Review Committee to cooperate with the Commission in its evaluation of the effectiveness of the Bureau for Private Postsecondary and Vocational Education. It also participated in the passage of **AB 1721** (Assembly Higher Education Committee), which directed the Commission to conduct periodic studies of the public high school graduates estimated to be eligible for admission to the University of California and the State University.

**Commission
Website**

The Commission's website has increasingly served as an effective means of disseminating information about the Commission and about higher education in general. During the past year, the Commission saw a substantial increase in the number of "hits" to the website.

With over 2,000,000 hits annually, the Commission's website plays an integral role in communication with people interested in postsecondary education in California. The website provides an easy means for people to ask staff questions about postsecondary education in California. In addition, over the past year, Commission staff responded to more than 5,000 specialized requests for information. Legislative staff, the press, students, parents, other governmental agencies, and education research staff regularly query the website.

The Commission has added a number of new features to the website including the following: an education and demographic profiles section; institutional profiles; county profiles; legislative profiles; regional trends; information about community college transfers; and a Director's web log. The website also includes accessibility options for limited-English speaking people.

**Teacher
Professional
Development
State Grant
Program**

The Commission continued its long and successful history to administer professional development programs to improve K-12 teaching. It funds projects, through a partnership of institutions of higher education and local schools, to expand the pool of credentialed and qualified teachers, particularly in the subjects of mathematics, science, and literacy. Additional subjects covered are English/literacy, history, government, foreign languages, civics, economics, and the arts.

Since 1985, the Commission has administered several programs authorized by federal legislation to improve the quality of K-12 teaching in a variety of subject areas. Since the first program, the federal Education for Economic Security Act (authorized in response to the 1983 "Nation at Risk" study and report), the Commission has received approximately \$35 million to make grants to institutions of higher education and other non-profit education entities to implement subject matter content and pedagogical professional development activities for prospective and veteran teachers. Under the current federally mandated initiative, Improving Teacher Quality (ITQ) State Grants Program, Title II, Part A of the No Child Left Behind Act (NCLB) of 2000, the Commission has received approximately \$15 million. Of that amount, a portion was dedicated to continue support for projects selected by the Commission under the predecessor program, Eisenhower State Grant Program. The remainder – approximately \$8.5 million – will be awarded in grants for projects selected by an independent Proposal Review Panel.

Under the current competition (begun in April 2003), the Commission received 116 proposals. Seventeen (17) projects, requesting a total of \$14.0 million, were approved by the Commission to receive grants. The initial set of projects is slated to carry out activities through 2006 with an estimated 5,600 prospective and veteran teachers, and an estimated 314,095 K-12 students who will benefit from

these teacher quality improvement activities. Commission staff monitor projects through site visits and meetings.

**Policy Summit
Held**

The Commission sponsored a Summit on Teaching and Learning in the Digital Age. This one-day summit explored ways in which technological advances, including California's high bandwidth K-20 education network, are used to enhance teaching and learning in California. Participants of the Summit were provided with information regarding the emerging uses of network enabled technology resources that enhance teaching and learning in both K-12 and higher education.
